



ACKNOWLEDGE
EDUCATION

Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand this policy, please contact info@ae.edu.au.

1.0 Rationale

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Acknowledge Education is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

2.0 Scope

This policy:

- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and including locations managed by third-party providers, such as AE's boarding and homestay programs.
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related college policies section below.

3.0 Regulatory Context

3.1 [Child Safe Standards](#)

This policy is framed to comply with the 11 Child Safe Standards.

3.2 [Ministerial Order 1359](#)

The policy aligns with Ministerial Order 1359.

3.3 National Code of Practice for Providers of Education And Training to Overseas Students 2018

This policy is compiled to align with National Code of Practice of Education and Training to Overseas Students 2018.

4.0 Policy

- 1. School profile**
- 2. School values, philosophy and vision**
- 3. Engagement strategies**
- 4. Identifying students in need of support**
- 5. Student rights and responsibilities**
- 6. Student behavioural expectations**
- 7. Engaging with families**
- 8. Evaluation**

School Profile

Acknowledge Education: A Legacy of Growth, Innovation, and Excellence

Acknowledge Education (AE) / Stott's College has a proud heritage dating back to 1883, when it became the first Australian institution to provide specialist business training. Founded by Sydney Stott, the college was a pioneer in introducing typewriters to Australia, helping to equip generations of learners with essential business and technical skills.

Building on this long tradition of innovation and adaptability, AE has evolved to meet the changing needs of students and industries alike. In 2022, AE joined the UP Education Group, further enhancing its capacity to deliver high-quality, future-focused learning experiences.

Today, AE is a leading multi-sector education provider, offering programs across ELICOS, Senior Secondary (VCE Years 11 and 12), Vocational Education, and Higher Education in fields such as Health, Human Studies, Engineering Design and Construction, and Tourism and Hospitality.

The Senior Secondary (VCE) program sits at the heart of AE's educational pathway, providing students with an engaging, supportive, and academically rigorous environment. School students benefit from being part of a diverse educational community - giving them early exposure to tertiary-level study, industry expectations, and practical learning opportunities. This unique structure helps students build confidence, independence, and readiness for further study or career pathways.

From its beginnings as an English language school in Victoria, AE has grown into a national institution with campuses in Melbourne, Sydney, Perth, and Brisbane. This expansion reflects our commitment to relevant, high-quality education, innovative teaching practices, and strong industry partnerships that enrich the learning experience for all students, including those in the School program.

Acknowledge Education upholds Australian democratic values, including representative government, the rule of law, equality, and fundamental freedoms such as religion, speech, and association. Our culture is built on respect, inclusion, and continuous improvement, ensuring that every student is supported in an environment that values excellence, wellbeing, and personal growth.

Our Mission

“Equipping students to achieve their goals through quality education.”

Our Vision and Purpose

- **Empowerment Through Education**

At our core, we are dedicated to empowering students to achieve their dreams through guidance and education

- **Holistic Approach**

We nurture well-rounded individuals, fostering academic, personal, and social growth through our values of integrity, inclusivity, and student-centricity.

We strive to ensure students are heard, valued, and prepared.

- **Career-Ready Graduates**

We prioritise real-world skills, collaboration, and resilience to help students achieve their goals. Our experienced staff, supportive community, and practical curriculum prepare students for impactful careers.

Our Values

- **Accountability:**

We own our actions and decisions, ensuring everything we do aligns with our mission to equip students

- **Agility and Innovation:**

We adapt quickly to change to ensure we continually improve to benefit our students and alumni.

- **Collaboration:**

We leverage our collective expertise and experience to maximise our education impact.

- **Integrity:**

Honesty and consistency underpin every action to build on a foundation of trust with our students, staff and partners.

- **Student-Centric:**

Students are at the heart of everything we do, prioritising their needs and successful academic journey.

- **Inclusivity:**

We embrace diversity and ensure every individual is heard and listened to.

Engagement strategies

Acknowledge Education has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing

- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Acknowledge Education use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Acknowledge Education adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the VCE Quality & Compliance Committee and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, VCE Coordinator, and Head of School whenever they have any questions or concerns
- All students are welcome to self-refer to a Student Wellbeing Officer, International Student Coordinator, VCE Coordinator or Head of School if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as Safe Schools.
- opportunities for student inclusion (i.e. through home room)
- buddy programs

Targeted

- The VCE Coordinator monitors the health and wellbeing of students, and acts as a point of contact for students who may need additional support
- all students identified as having additional learning or wellbeing needs will be monitored via the Student Wellbeing team, have an Individual Learning Plan where appropriate and will be referred to internal and/or external Support Services for Educational Needs Assessment where appropriate.
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Acknowledge Education implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances

- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom setup
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Acknowledge Education is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. AE will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Acknowledge Education's *Bullying Prevention* policy.

When a student acts in breach of the behaviour standards of our school community, Acknowledge Education will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. In all cases, Stott's College is committed to affording **procedural fairness to students**. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Head of School and/or CEO
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Records of student suspensions and expulsions are maintained within Stott's College's student management system.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Restraint and Seclusion

Stott's College's approach to restraint and seclusion is informed by Victorian legislation and by best-practice guidance, including the Victorian Government's [Restraint and Seclusion Policy](#). While not bound by Department of Education policies, the school adopts the underlying principles of least-restrictive practice, prevention, safety, and respect for student rights. Any use of restraint or seclusion is a last resort to prevent imminent harm and must only be used in situations consistent with the department's [Restraint and Seclusion Policy](#).

Student Discipline and Escalation Procedure

Students should note that non-compliance with the Codes of Conduct will result in an investigation by Acknowledge Education. The following procedures will be followed:

STEP 1: Classroom-Level Intervention and Initial Monitoring

A teacher or other relevant Acknowledge Education staff member will discuss the issue or the non-compliant behaviour with the student in the first instance to determine how the issue might be rectified. This meeting and its outcomes will be documented by the teacher or relevant staff member, signed by all parties and included in the student's personal file.

- If the issue or behaviour constitutes a gross breach of the Codes of Conduct, the Teacher, in consultation with the VCE Coordinator or Head of School, may remove the student from class or initiate a suspension in accordance with Acknowledge Education's Deferment, Suspension and Cancellation Policy.
- If the behaviour does not constitute a gross breach, the student will remain in class. The Teacher will continue to monitor the student's behaviour and report ongoing concerns to the VCE Coordinator.

STEP 2: Escalated Intervention and Formal Behaviour Review

Where the issue or behaviour continues despite Step 1 interventions, the student will be invited to attend a formal meeting with the VCE Coordinator or Head of School. The Teacher may be consulted or asked to provide written input outlining previous interventions and concerns.

The purpose of this meeting is to:

- Review the ongoing behaviour or issue
- Reiterate expectations under the Codes of Conduct
- Agree on corrective actions and support strategies

The meeting outcomes will be documented by the VCE Coordinator or Head of School, signed by all parties, and provided to the Student Support & Administration Team for placement in the student's personal file.

STEP 3: Final Warning

Should the issue or behaviour continue, the Head of School will issue a final written warning to the student. This warning will clearly outline:

- The nature of the ongoing non-compliance
- The required corrective actions
- A defined timeframe for improvement
- The potential consequence of enrolment termination if the behaviour is not rectified

A copy of this letter will be issued to the student and recorded by the Student Support & Administration Team in the student's personal file.

STEP 4: Termination of Enrolment

If, after all three steps of the discipline procedure have been followed, the issue or behaviour continues, the Head of School, in consultation with relevant stakeholders, will approve the termination of the

student's enrolment.

The student will be formally notified in writing by the Student Support & Administration Team, and all actions will be undertaken in accordance with the Deferment, Suspension and Cancellation Policy.

Complaints and Appeals

At any stage of this procedure, students may access the Complaints and Appeals Policy and Procedure to resolve disputes or appeal decisions. The Complaints Team will provide information, receive submissions, and coordinate the appeals process in line with institutional policy.

Engaging with families

Acknowledge Education values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- co-ordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

Evaluation

Acknowledge Education will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

5.0 Communication

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes
- Discussed at staff briefings or meetings, as required
- Referenced in our staff induction materials
- Publicly available via the Stott's College website

6.0 Roles and Responsibilities

Board of Directors

- Ensure compliance with all child safety and wellbeing regulations (Child Safe Standards, Ministerial Order 1359, National Code 2018).
- Approve and review the Student Wellbeing and Engagement Policy.
- Oversee organisational risk and student safety at a governance level.
- Ensure adequate resources for wellbeing, behaviour support, and staff training.
- Hold the CEO accountable for effective policy implementation and school culture.

Chief Executive Officer (CEO)

- Ensure the policy is implemented across all school operations.
- Maintain oversight of serious behaviour incidents, suspensions, and expulsions.
- Ensure the school has appropriate staffing, wellbeing systems, and training.
- Support and supervise the Head of School and VCE Coordinator in executing wellbeing and behaviour responsibilities.
- Report wellbeing and engagement trends and risks to the Board.

Head of School

- Provide overall leadership for student wellbeing, engagement, and behaviour management at the school level.
- Act as the primary decision-maker for escalated disciplinary matters, including final warnings, suspensions, and termination of enrolment.
- Ensure the Student Discipline and Escalation Procedure is applied fairly, consistently, and in accordance with procedural fairness.
- Chair or oversee formal behaviour review meetings and ensure corrective actions and timeframes are clearly communicated.
- Approve and issue final written warnings and authorise termination of enrolment where required.
- Ensure families are notified and engaged at appropriate stages of the disciplinary process.
- Ensure all disciplinary actions are documented and recorded in accordance with policy and regulatory requirements.
- Liaise with the CEO regarding high-risk, complex, or serious student behaviour matters.

VCE Coordinator

- Oversee day-to-day student engagement, behaviour monitoring, attendance, and academic progress within the VCE program.
- Act as the initial escalation point for ongoing or repeated behaviour concerns referred by teachers.
- Conduct formal meetings with students at Step 2 of the Discipline and Escalation Procedure.
- Support the Head of School in managing behaviour reviews, support plans, and disciplinary outcomes.
- Ensure agreed interventions, behaviour expectations, and support strategies are clearly communicated to students and teachers.
- Monitor compliance with corrective actions and escalate matters to the Head of School where behaviour does not improve.
- Communicate with families regarding behaviour concerns, support strategies, and progress where appropriate.

Teachers

- Model and reinforce the school's values, behavioural expectations, and respectful relationships.

- Implement classroom-level behaviour management strategies and reasonable, proportionate consequences.
- Lead Step 1 of the Student Discipline and Escalation Procedure, including initial discussions with students.
- Identify early signs of disengagement, wellbeing concerns, or behavioural issues and respond proactively.
- Document classroom interventions, agreed actions, and outcomes, and submit records for inclusion in the student's personal file.
- Monitor student behaviour and learning engagement and report ongoing or serious concerns to the VCE Coordinator or Head of School.
- Participate in behaviour review meetings and contribute written or verbal input as required.
- Engage constructively with families when appropriate, in line with school communication protocols.

Student Support & Administration Team

- Maintain accurate, confidential, and up-to-date student records, including behaviour reports, meeting notes, warnings, suspensions, and termination documentation.
- Ensure documentation from all stages of the Student Discipline and Escalation Procedure is correctly filed in the student management system.
- Support the administration of suspensions, deferments, cancellations, and enrolment terminations in line with the Deferment, Suspension and Cancellation Policy.
- Issue formal written notifications to students and families as directed by the Head of School.
- Provide students with information about the Complaints and Appeals Policy and Procedure and assist with access to this process.
- Coordinate timelines, documentation, and communication for complaints and appeals to ensure procedural fairness and regulatory compliance.
- Support reporting and compliance obligations under ESOS, National Code 2018, and Child Safe Standards where applicable.

Student Care / Wellbeing Team

- Identify students needing support using attendance, behaviour, academic, and wellbeing data.
- Provide counselling, wellbeing support, crisis intervention, and case management.
- Develop and implement Individual Learning Plans, Behaviour Support Plans, and safety plans.
- Deliver social-emotional programs and wellbeing education.
- Collaborate with teachers, leadership, families, and external services.
- Maintain wellbeing records and track emerging student wellbeing trends.

7.0 Definitions

For the purposes of this policy, readers should refer to the [Child Safe Standards – Definitions](#) provided by the Victorian Government for the definitions of terms used in relation to the Victorian Child Safe Standards and Ministerial Order 1359.

8.0 Related Documents

VCE Student Support Policy
 VCE Student Progress Policy
 VCE Student Handbook
 VCE Student Assessment and Grade Management Policy
 VCE Fostering Academic Integrity Policy
 1.3.5 Attendance Monitoring ELICOS & VCE Policy and Procedure
 2.4.1 Complaints and Appeals Policy
 2.4.2 Complaints and Appeals Procedure

VCE-CC-03 Child Safety Code of Conduct
VCE-POL-01 Child Safety and Wellbeing Policy
VCE-POL-05 Bullying Prevention Policy
VCE-POL-13 ICT Policy

Related Department of Education and Training policies and advice:

- [Child Safe Standards](#)
- [Digital Learning](#)
- [Duty of Care](#)
- [Enrolment](#)
- [Expulsions](#)
- [Individual Education Plans \(IEPs\)](#)
- [Mental Health in Schools](#)
- [Mobile Phones – Student Use](#)
- [Occupational Health, Safety and Wellbeing Management in Schools](#)
- [Records Management – School Records](#)
- [Restraint and Seclusion](#)
- [Sensory Rooms](#)
- [Student Engagement](#)
- [Students with Disability](#)
- [Suspensions](#)
- [Work-Related Violence in Schools](#)

9.0 Document Information

Document Name	Student Wellbeing and Engagement Policy
Document Number	VCE-POL-02
Purpose	Compliance with Child Safety Standards & Ministerial Order
Audience	<input checked="" type="checkbox"/> Staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Public
Category	Learning Environment
Subcategory	Wellbeing and Engagement
Approval Date	18/12/2025
Effective Date	18/12/2025
Last date of endorsement	18/12/2025
Next Review Date	18/12/2027 (Every 2 years)
Policy Advisor	Head of School, VCE Coordinator, Head of Quality and Risk
Approving Authority	Board of Directors

10.0 Change Log

Date	Version	By	Notes
15/12/2025	1.0	HQR	Stott's College has undertaken a comprehensive policy review and reset to ensure all policies and procedures are purpose-built for the school and under-18 context and aligned with applicable regulatory requirements, with existing materials consolidated, enhanced, or formalised as necessary.